Division of Sport Fish Leadership Development Program

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Symbols and Abbreviations

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Weights and measures (metric)		General		Measures (fisheries)	
centimeter	cm	Alaska Administrative		fork length	FL
deciliter	dL	Code	AAC	mideye-to-fork	MEF
gram	g	all commonly accepted		mideye-to-tail-fork	METF
hectare	ha	abbreviations	e.g., Mr., Mrs.,	standard length	SL
kilogram	kg		AM, PM, etc.	total length	TL
kilometer	km	all commonly accepted			
liter	L	professional titles	e.g., Dr., Ph.D.,	**Mathematics, statistics**	
meter	m		R.N., etc.	*all standard mathematical*	
milliliter	mL	at	@	*signs, symbols and*	
millimeter	mm	compass directions:		*abbreviations*	
		east	E	alternate hypothesis	H_A
Weights and measures (English)		north	N	base of natural logarithm	*e*
cubic feet per second	ft^3/s	south	S	catch per unit effort	CPUE
foot	ft	west	W	coefficient of variation	CV
gallon	gal	copyright	©	common test statistics	$(F, t, \chi^2,$ etc.)
inch	in	corporate suffixes:		confidence interval	CI
mile	mi	Company	Co.	correlation coefficient	
nautical mile	nmi	Corporation	Corp.	(multiple)	R
ounce	oz	Incorporated	Inc.	correlation coefficient	
pound	lb	Limited	Ltd.	(simple)	r
quart	qt	District of Columbia	D.C.	covariance	cov
yard	yd	et alii (and others)	et al.	degree (angular)	°
		et cetera (and so forth)	etc.	degrees of freedom	df
Time and temperature		exempli gratia		expected value	*E*
day	d	(for example)	e.g.	greater than	>
degrees Celsius	°C	Federal Information		greater than or equal to	≥
degrees Fahrenheit	°F	Code	FIC	harvest per unit effort	HPUE
degrees kelvin	K	id est (that is)	i.e.	less than	<
hour	h	latitude or longitude	lat. or long.	less than or equal to	≤
minute	min	monetary symbols		logarithm (natural)	ln
second	s	(U.S.)	$, ¢	logarithm (base 10)	log
		months (tables and		logarithm (specify base)	$\log_2$, etc.
Physics and chemistry		figures): first three		minute (angular)	'
all atomic symbols		letters	Jan,...,Dec	not significant	NS
alternating current	AC	registered trademark	®	null hypothesis	H_O
ampere	A	trademark	™	percent	%
calorie	cal	United States		probability	P
direct current	DC	(adjective)	U.S.	probability of a type I error	
hertz	Hz	United States of		(rejection of the null	
horsepower	hp	America (noun)	USA	hypothesis when true)	α
hydrogen ion activity	pH	U.S.C.	United States	probability of a type II error	
(negative log of)			Code	(acceptance of the null	
parts per million	ppm	U.S. state	use two-letter	hypothesis when false)	β
parts per thousand	ppt,		abbreviations	second (angular)	"
	‰		(e.g., AK, WA)	standard deviation	SD
volts	V			standard error	SE
watts	W			variance	
				population	Var
				sample	var

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DIVISION OF SPORT FISH LEADERSHIP DEVELOPMENT PROGRAM

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PREFACE

All organizations need to develop leadership from within. According to Tichy (2002), the key ability of winning organizations and winning leaders is creating leaders. Companies that have a network of leaders throughout the organization are the ones most likely to thrive (Gale 2002), and employees who are given the opportunity to develop leadership skills are more inclined to take responsibility and feel pride in their work. Fish and wildlife agencies are no exception. McMullin and Wolff (1997) state that developing leadership from within provides a "cause for great optimism about the future of fish and wildlife agencies and ultimately the future of fish and wildlife resources."

The Division of Sport Fish, and the Alaska Department of Fish and Game (ADF&G) in general, are no different. Rapid growth during the early 1980s strained the bridge across which organizational knowledge, values and culture are shared within the Division from one generation to the next. Increases in public demand on fish resources led to heightened user conflicts, increased public involvement in management decisions, and large program budgets, all of which increased demands on the Department. Recently the Department experienced a loss of a generation of leaders to retirement, to other agencies (e.g. federal subsistence), and a greater number of vacancies with a dearth of applicants for positions at all levels. We expect these problems, if not addressed, to continue as the Department competes with higher wages and lower workloads offered by other agencies.

To address the issues of recruitment, training, and retention, in 2002 the Division of Sport Fish developed a funding initiative to: "Provide each staff member with opportunities for professional development to enable them to perform competently and excel in their current position and prepare qualified employees to be competitive candidates for more advanced jobs." This initiative was one of four objectives in the Division of Sport Fish Strategic Plan (ADF&G 2002) that was prioritized for funding in FY2004. In 2003, the Division formed a team to develop a leadership program under the professional development initiative.

As a result of these efforts, the team developed the Sport Fish Division Leadership Development Program, contained in this document, consisting of a list of leadership characteristics and traits; outcomes expected from the leadership program; a policy to ensure that all employees have the opportunity to emerge as leaders within the Division; and a program core consisting of training, on-the-job experiences, and facilitated mentoring to provide the support necessary for those willing to succeed as leaders in managing Alaska's fisheries.

The purpose of this report is to document the policy and implementation plan for the Division of Sport Fish Leadership Development Program. The intent is to provide supervisors and staff members with a means to begin the program in FY2004 and allow for its evaluation. Flexibility in the program design will allow it to be tailored to specific needs and circumstances.

Approved by Kelly Hepler, Sport Fish Director

ABSTRACT

Recruiting, developing, and retaining a diverse, dedicated and effective workforce was a key objective of the Division of Sport Fish Strategic Plan (ADF&G 2002). The ensuing Sport Fish Division Leadership Development Program is described. The policy and implementation plan is intended to provide supervisors and staff members with a means to begin the program in FY2004, and allow for its evaluation.

Key Words: Leadership, professional development, mentoring, training, outcomes, success measures.

INTRODUCTION

> "All organizations must provide for the growth and development of their members and find ways of offering them opportunities for such growth and development. This is the one true mission of all organizations and the principal challenge to today's organizations."

> Warren Bennis, *On Becoming a Leader*

WHAT IS LEADERSHIP?

A wide variety of perspectives and writings on defining leadership exist. ADF&G's Sharpening Leadership and Supervisory Skills manual (ADF&G 2003) states that leadership is "the act of being out front, making new and creative things happen". Kouzes and Posner (1995) define leadership as "the art of mobilizing others to want to struggle for shared aspirations". They point out that the words to emphasize in this definition are "want to" for it is important to note that choice is involved. Their definition also demonstrates that emotions are integral to the process, and it is this emotional aspect to which Goleman (1995) refers: "emotional competence is particularly central to leadership, a role whose essence is getting others to do their jobs more effectively". Hunter (1998) provides another definition of leadership as "the skill of influencing people to work enthusiastically toward goals identified as being for the common good". Ronald Heifetz, director of the Leadership Education Project at Harvard University's John F. Kennedy School of Government, says that the job of a leader is "mobilizing people to tackle tough challenges" (Taylor 1999). Tichy (2002) defines leaders as the people who decide what needs to be done and the ones who make things happen. For Kotter (1996) leaders are the people who can create and communicate visions and strategies and deal effectively with change. A central theme weaves through the definitions emphasizing that leadership is action, not position.

LEADERSHIP QUALITIES AND CHARACTERISTICS

The Divisional team compiled a list of qualities and/or characteristics found in leaders at all levels of the organization (Table 1). Some of these qualities and characteristics are personal attributes, which may be innate. Others are skills and behaviors learned through opportunities in an environment that permits growth and change. Notable is the congruency between the traits listed by team members and the descriptions and definitions in the literature.

The question: "Are leaders born or made?" has been the subject of much debate. As Kotter (1996) explains, "some people believe the task of developing many leaders is hopeless. You're either born with it or you're not, they say, and most people aren't." There is no doubt there are differences in people due to nature and nurture, however any individual's abilities can improve through practice and experience. Kouses and Posner (1995) state: "Contrary to the myth that only

a lucky few can ever decipher the mystery of leadership, our research has shown us that leadership is an observable, learnable set of practices." The internationally recognized Center for Creative Leadership assumes that "everyone can learn and grow in ways that make them more effective in the various leadership roles and processes they take on" (McCauley et. al 1998). Similarly, McMullin and Wolff (1997) state that: "If we can provide promising leaders with the mentoring and support they need to succeed as leaders, and if we begin to address the need for leadership… more seriously, we may see the best and brightest in the profession accept the challenge of leadership more often." Inherent in the Division's effort to implement the Leadership Development Program is the belief that leadership can be developed within its members.

Table 1.–Leadership qualities and characteristics as listed by the Division of Sport Fish team formed to address leadership development.

An effective leader…

- Uses common sense
- Is a good organizer
- Expects excellence, but no more than what they can deliver themselves
- Challenges status quo to improve management processes
- Motivates and gets the most from the human resources
- Communicates how individual's performance contributes to/effects the organization
- Expresses clear goals
- Is willing to take the heat
- Rewards good performance and identifies poor performance
- Knows when to stand firm and when to compromise
- Likes achievement – strives to improve their own performance
- Sets and uses performance standards as a goal towards excellence
- Actively leads by example
- Is charismatic/affable
- Is enthusiastic
- Leads from where he/she is
- Is honest
- Is adaptable
- Inspires by empowering people/giving them responsibilities
- Understands when to use different leadership styles
- Delegates well
- Knows success but understands failure
- Gives people the tools for the job
- Deals with adversity
- Lets subordinates do their job

- Is decisive
- Identifies and communicates the vision
- Is accountable
- Is willing to take a stand
- Is responsible
- Is interesting and fun
- Is empathetic– able to see all sides/putting yourself in someone else's position
- Responds with principle and confidence
- Creates a favorable environment
- Is capable of learning
- Looks out for the people below her/him
- Is a good listener
- Never loses sight of the mission and who they work for/serve
- Wields the power they have so staff can do their jobs – empowerment
- Creates a proud workforce
- Balances advocacy and collaboration in developing win-win solutions to conflict– good negotiating skills
- Is able to see the potential in people
- Picks her/his own battles
- Is accepting of mistakes
- Knows his/her strengths and limits
- Believes the best about people
- Is self-confident– has a sound sense of one's self-worth and capabilities
- Is not afraid to give constructive criticism
- Displays professionalism
- Is concerned about individual employees as people
- Is credible
- Has basic respect for people at all levels
- Shows initiative

OUTCOMES

The four outcomes listed in Table 2 are expected from implementation of the Division's Leadership Development Program.

Table 2.–Outcomes expected from the Division of Sport Fish Leadership Development Program, and the means to measure success.

Outcomes	Means to Measure Success
1. A depth of leadership such that a unit can function effectively in the short-term absence of the designated leader.	1a. Tasks are completed on time. 1b. Critical decision-making continues on a daily basis.
2. A pool of candidates to fill leadership positions at all technical and professional levels.	2a. The number of qualified applicants in the pool is sufficient.
3. A Division populated with leaders at each job level.	3a. The number of participants in the leadership program is sufficient. 3b. A competency checklist or re-evaluation and assessment of the people who went through the leadership program.
4. A high level of job satisfaction among all staff within a positive, supportive work environment.	4a. Conduct a confidential survey every 3 years inquiring about job satisfaction. 4b. Provide activities to help build esprit de corps and get feedback to improve process.

ELEMENTS OF THE LEADERSHIP DEVELOPMENT PROGRAM

According to the Center for Creative Leadership, leadership development is the expansion of a person's capacity to be effective in leadership roles and processes. Leadership roles and processes enable groups of people to work together in productive and meaningful ways. The Leadership Development Program of the Division of Sport Fish includes three elements: Leadership Assessment and Training, Planned Leadership Experiences, and Leadership Mentoring. Employees desiring to participate in the Division's Leadership Development Program will complete a Professional Development Plan prior to joining the program.

POLICY

"The organization must offer its employees the kinds of experience that will enable them to learn and, finally, to lead."

Warren Bennis, *On Becoming a Leader*

The Division of Sport Fish has a long history of developing high quality leaders at all levels of responsibility within ADF&G. To promote an equitable, available, and structured approach to providing new and expanded opportunities, while maintaining ongoing opportunities for leadership development, the Division shall adhere to the following policies:

1. All employees shall have the opportunity to prepare a Professional Development Plan. However, preparation of a Professional Development Plan is not a mandatory requirement of employment, nor is it a mandatory element of an employee's regular annual evaluation.

2. Each employee who prepares a Professional Development Plan shall be offered the opportunity to engage in the following elements of the Leadership Development Program:

    a) Leadership Assessment and Training

    b) Planned Leadership Experiences

    c) Leadership Mentoring

3. Supervisors in the Division shall work with each employee to prepare or update a Professional Development Plan as part of the employee's regular performance review and evaluation or at the request of an employee. To facilitate the preparation and updating of Professional Development Plans, supervisors shall review and evaluate performance of each employee at least annually.

4. To promote fulfillment of Professional Development Plans by employees, supervisors in the Division shall ensure that sufficient funds, time, and training resources are available to employees wishing to engage in leadership development activities in accordance with the timelines set forth in the Professional Development Plan. To this end, the Division shall promote the funding of leadership development activities by establishing a line item in regional budgets for this purpose.

5. No employee shall be denied the opportunity to prepare a Professional Development Plan either by request or as part of their regular performance review and evaluation. No employee shall be denied the opportunity to fulfill leadership development activities identified within their Professional Development Plan on the basis of race, sex, color, national origin, religion, age, physical handicap, marital status, change in marital status, pregnancy, or parenthood.

PROFESSIONAL DEVELOPMENT PLANS

A core element of the Division's Leadership Development Program is the preparation and fulfillment of Professional Development Plans by employees interested in participating in the program. Professional Development Plans are not limited to employees participating in the Leadership Development Program and may be prepared by any employee wanting a formalized plan for training and professional development. However, Professional Developments Plans are required for employees participating in the Leadership Development Program. Professional Development Plans provide the organizational structure to form a plan and timeline for leadership development.

To prepare a Professional Development Plan, employees should first use the worksheet (Appendix A1) to carefully consider their goals, the Division's Strategic Plan, and how the two align. Then, the employee prepares a draft Professional Development Plan (Appendix A2), informs the supervisor, and arranges a mutually beneficial time to discuss and, if necessary, revise the Plan. This can be done at the employee's regular performance review or at another time. The supervisor and employee work together to fine-tune the Plan, ensuring that it is as specific as possible and includes a timeline that will allow the employee to progress at a reasonable rate. Forms, worksheets and checklists for preparation of Professional Development Plans can be obtained from: http://csadmin.adfg.state.ak.us/Training/Training.html under the listing "Training Plans."

When the Professional Development Plan is completed, a copy is forwarded to the Regional Supervisor and the designated coordinator for the Leadership Development Program in each

region. These documents become the means by which to gather information on training needs for the Division, to track participant progress, and gauge success of the program.

LEADERSHIP ASSESSMENT AND TRAINING ELEMENT

The first element of the Divisions' program is leadership assessment and training. These are essential elements of any leadership development program, and in the Division, should be guided by Professional Development Plans that will reflect each individual's needs and approach to training. This element is built on a hierarchy of three levels of leadership training (Figure 1). This three-tier approach provides a manageable starting point for implementing the first element of the Leadership Development Program. This element may be expanded in the future or augmented by additional opportunities that become available to the employee.

LEVEL 1 – PERSONAL ASSESSMENT AND DEVELOPMENT

The first level of the Leadership Assessment and Training Element focuses on personal assessment, development and effectiveness. "The best developmental experiences are rich in assessment data" says the Center for Creative Leadership's Handbook on Leadership Development (McCauley et al. 1998). "Assessment is important because it gives people an understanding of where they are now: what their current strengths are, the level of their current performance or leadership effectiveness, and what are seen as primary development needs" (McCauley et al. 1998). Getting feedback about their strengths and weaknesses from a variety of perspectives is crucial, but can be very difficult for individuals to obtain on their own. Therefore, participants in the Leadership Development Program should include personal assessment tools in their Professional Development Plans at this level.

Personal assessment tools are included in the recommended FranklinCovey[©] course *7 Habits of Highly Effective People[©]*. The formal assessments provided in this class are questionnaires that are completed by the student as well as peers, subordinates and supervisors, and provide feedback from a wide range of perspectives. This is important because people may behave differently depending on the situation and with whom they are interacting. Results are reported confidentially to the employee and provide a benchmark for future personal development. Other assessment tools include the Myers/Briggs Personality Type questionnaire.

Classes on time management and training in public speaking are examples of other activities participants might choose for fulfilling this level.

Figure 1.–Diagram of the hierarchy to be implemented in the Leadership Assessment and Training Element of the Division of Sport Fish Leadership Development Program.

Level 3
Organizational Leadership

Mentoring (receiving and providing)

4 Roles of Leadership w/Assessment Tool

Other Leadership Workshop

Level 2
Team Building

Mentoring (receiving and providing)

Listening

Coaching

Supervisory skills– Situational Leadership II$^©$ (Blanchard)

When to: direct, coach, support, and delegate

Level 1
Personal Assessment and Development

Mentoring (receiving)

Time management

7 Habits of Highly Effective People w/Assessment Tool

Myers/Briggs Personality Type

Public speaking / presentations w/experience & training emphasis

LEVEL 2 – TEAM BUILDING

The second level emphasizes the essential skills of leading a team or coworkers. Classes and training at this level could include Situational Leadership II$^©$ (Blanchard) and classes on how to coach. The course *7 Habits of Highly Effective People*$^©$ from Level 1 also includes team building principles.

LEVEL 3 – ORGANIZATIONAL LEADERSHIP

Finally, the organizational level focuses on the skills necessary to lead an organization. These skills include visioning or path finding, aligning, empowering and modeling. These skills are taught in the class *The 4 Roles of Leadership*$^©$ (FranklinCovey), which also includes additional

personal assessment tools. Employees might also be involved in mentoring (receiving and/or providing) at this level. Other leadership training opportunities for employees at this level of the program abound, such as Leadership for Public-Sector Professionals (Bleiker Training), Management Program for Natural Resource Managers (Penn State), and The Leadership Challenge (Kouzes and Posner).

PILOT PLAN FOR LEADERSHIP ASSESSMENT AND TRAINING ELEMENT

Initially, the Division would pilot this element by providing training to a small group of people; about 23-27 would make the best class size. Because some of the training detailed above may be taught in-house, employees willing to become instructors should be encouraged to be a part of the initial group. It would also be desirable to include protégés involved in the mentoring program (see below) and a diversity of other employees consistent with the idea that leadership can and does exist at all levels within the agency.

PLANNED LEADERSHIP EXPERIENCES ELEMENT

Staff exchanges, stretch assignments and other cross-training opportunities can be used to create valuable experiences for staff and develop expertise and leadership capacity within the Division. Many experiences overlap with mentoring (see below) but remain distinct by their limited duration and/or scope of activities. Many, however, can be used to enhance mentoring as part of a broader Professional Development Plan, or under the purview of a mentor. All would require discussion among supervisory and other affected staff to determine the feasibility, assign a close contact for the individual where appropriate, and coordinate time and possibly travel for those involved. These types of experiences not only benefit employees directly by developing skills, broadening perspective, and providing a chance to contribute, they effectively build from within a capacity among staff to operate in different areas, serve among different positions, and work at higher levels.

STRETCH ASSIGNMENTS

Stretch assignments are one-time assignments over a short time interval geared toward exposing the individual to specific tasks or events, or gaining specific skills.

Stretch assignments can provide employees with opportunities to learn and improve performance in a current position, aspire to advancement, and/or contribute to the Division's mission by working in a group setting, along side a peer, or under a senior staff member for a finite period of time. Stretch assignments would be an addition to present workload but, under the discretion of the supervisor, work priorities would accommodate these opportunities to enhance work experience. In some cases, the employee's supervisor would monitor the employee's activities, but in others coordination would be required with other staff to ensure that a close, direct contact is provided to the employee for guidance during the assignment. Initially, assignments would likely take place within the Division, but opportunities across divisions may be explored if and when appropriate.

A number of opportunities would lend themselves to improving employee performance and satisfaction, and building employment capacity within the Division. Simply attending a Board of Fisheries meeting with a peer or senior staff would provide a benefit to someone aspiring to a fisheries management position, but would substantially enhance the perspective of research and technical staff not directly involved in fisheries regulation. Other more general activities, such as

working alongside a peer in another area, would achieve a similar end. For example, someone beginning a rainbow trout population estimate for the first time could assist the project leader or be responsible for key components of an existing project in another region of the state to provide perspective. There are a number of Divisional committees and work groups that can provide both an opportunity for growth and the chance for people to make worthwhile contributions to an activity and/or to the Division's strategic direction. Although stretch assignments could be used at the area or regional level to cover short periods of staff absence, such opportunities should be carefully designed to ensure benefits to the employee and Division as well as the staff affected by the vacancy.

For someone aspiring toward advancement, stretch assignments can provide valuable experience at the next level of responsibility. For example, a regional staff member could be provided with the opportunity to work alongside a headquarters staff member in preparation of the legislative session, or the divisional budget. Other opportunities could include preparing the Federal Aid contract, strategic planning, regional budget development and submission, habitat issues, coordinating special events (area, regional, divisional, department and or national meetings) and more. These opportunities would be available to all staff seeking advancement.

STAFF EXCHANGES

Staff exchanges are when one person fills the role of another on a limited basis to immerse himself or herself in a similar or different position.

Employees would use staff exchanges to improve in their current position or learn a new one, either way broadening their perspective of the Division's mission. These types of experiences would provide such additional benefits to the individual as exposure to a new area of the state or office, networking, opportunities for new activities both on the job and off, and a myriad of personal benefits. In addition, supervisors and other affected staff may realize indirect benefits. Staff exchanges are distinct from stretch assignments in that staff exchanges are intended to provide a breadth of experience to employees, as opposed to a specific or direct performance improvement. Such an experience could be provided at the request of an employee who has worked in one area for an extended period and simply wants a "change of scenery", or to someone in a position with a relatively narrow scope of duties.

As an example, an assistant area biologist (Fishery Biologist II) stationed in Fairbanks spends two summer months assisting an area biologist in Soldotna. The experience would be reciprocal in that the individual's counterpart, in this case a Soldotna-based assistant area biologist, would spend the same two months in Fairbanks assisting the area biologist there. In this case, both benefit in their current positions from exposure to different fisheries, divisional programs, and processes used to address fishery issues as well as direct experience with other area management biologists and potentially senior level staff. Periods of one month or more would require living accommodations and/or travel cost considerations, and each individual and their supervisors would require time for planning. This same example could be applied to other fishery biologist, administrative, and other positions.

OTHER OPPORTUNITIES

Other opportunities are one-time assignments over a long time interval geared toward exposing the individual to specific training, skills and experiences.

Other opportunities may include continuing education such as a sabbatical for specific training, skills and experiences, or an opportunity to move in or out of state to work with a nationally or internationally recognized expert in the field, or on a topic important to the Division. Consideration for extended travel to an international convention or meeting to gain a broader scope of international and circumpolar fisheries issues could be considered in this category. Because of the duration of these opportunities and out of state travel requirements coordination at the Director level would be required.

LEADERSHIP MENTORING ELEMENT

The third element of the Leadership Development Program is a mentoring element. This element is modeled after, and borrows heavily from, the mentoring program of the Washington State Department of Social and Health Services, Division of Vocational Rehabilitation, Health and Rehabilitation Administration (State of Washington 2003).

BACKGROUND

As detailed above, the Division of Sport Fish seeks to have leaders at all job levels within the organization and hence, will provide employees opportunities to develop leadership skills and qualities. In the past, mentoring was part of the culture of the Department and Division. Newly hired and entry-level employees were mentored informally by several levels of more senior staff through gradual exposure to situations that developed leadership skills by experience. Over time this informal mentoring process has dwindled for various reasons. The Division now seeks to develop a structured or facilitated mentorship component within the Division's Leadership Development Program. Beyond stimulating personal and professional leadership development, such a program will produce a better working environment, retain employees, produce a better, more skilled workforce, and provide professional satisfaction for both protégés and mentors. The voluntary mentoring element detailed below will provide opportunities for interested employees to enhance leadership skills by working closely with more senior staff over an extended period.

The Division's mentorship element is designed to develop and enhance leadership skills and qualities, as opposed to job skills. Thus mentor and protégé could be in different job classes. A similar program designed to develop expertise in a particular job skill could be adopted for the training policy being developed by the Division.

DEFINITIONS

Mentors share knowledge, experiences and skills with their protégés. The roles of mentors may involve coaching, guiding, advising, counseling, role modeling, motivating, and communicating.

Mentoring, in a work environment, is a professional relationship between two people – one is seeking advice or guidance in professional and occupational exploration; and the other is giving advice or guidance in professional and occupational exploration.

Mentoring Program is a designed process that allows employees to achieve greater professional success by using the mentoring resources, tools and support provided by the management. The Leadership Mentoring Program of the Division is not intended to be all-inclusive or rigid in nature.

Protégé (also called a mentee, mentoree, or learner) is the person who seeks guidance and learns from the mentor.

Coordinating Teams are employees assigned to oversee and coordinate the Leadership Mentoring Program. Regional/unit supervisors will assign approximately three employees, selected through a nomination/registration process, to serve on a team for each region/unit. Coordinating teams will work closely to provide announcements and information about the program. They will assist protégés and mentors, track progress of participants, and assist with solving problems that may arise with the program.

CRITERIA FOR PROTÉGÉS AND MENTORS

The ideal protégés are those who:

- Have expressed enthusiasm for professional growth and have specific learning goals
- Have demonstrated positive professional attitudes
- Are willing to assume responsibility for their own growth and development
- Are able to use their time efficiently
- Are able to manage their normal work functions and maintain high performance in addition to their mentoring activities
- Are able to work collaboratively with the mentors to develop mentoring plans to achieve professional goals
- Are able to candidly discuss issues and are receptive to feedback and coaching.

The ideal mentors are those who:

- Have significant leadership experience, skills, and qualities
- Have knowledge of divisional culture and processes; as a guideline, mentors will have 5 years of relevant experience, with at least two of those years in the Division
- Are known to work well with others
- Recognize and foster the value of employee development and diversity
- Are able to relate to people with sensitivity and integrity and provide constructive feedback
- Are willing to help others reach their professional goals by sharing knowledge, skills and experience
- Are able to provide encouragement and assistance to the protégé in following through with the mentoring plan
- Are willing to seek assistance from their mentoring program coordinating team when challenges occur.

SCOPE OF MENTORING AREAS

Mentoring areas will depend on the job class, professional goals of the protégé, and specific experience and strengths of the mentor, but should be designed around developing leadership. Mentoring areas could focus on such areas as public involvement, planning, fishery management, workforce issues, team leadership, or change. However, the underlying focus should be leadership. Although developing specific job skills may be included in the mentoring program, this should be a minor element of the broader leadership mentoring plan. Skills such as learning a database, expertise in a state accounting system, or field and data analysis techniques, and new employee orientation are important but should be accomplished under a Division Training Program that is separate from the Division Mentorship Program.

TIME COMMITMENT AND SUPERVISOR'S SUPPORT

The amount of time required to have a successful mentoring experience should be considered carefully by protégés, mentors, and their supervisors. It is important for protégés and mentors to discuss mentoring hours with their supervisors so that mentoring activities do not disrupt regular work functions. However, it is the policy of the Division to allow and encourage employees to participate in the Mentoring Program, and for supervisors to manage workloads whenever possible so that employees can participate in the program.

PROGRAM ANNOUNCEMENTS AND INFORMATIONAL MEETINGS

A Division-wide email will be sent to all employees announcing the commencement of the program the first year, and annually thereafter. The email will include a full description of the program with instructions on how to take part in the program and the location of this information on the intranet.

Informational meetings will also be held by the program coordinating teams at regional and area offices. All interested employees and their supervisors are invited to this meeting. The purpose of orientation meetings is to provide information and answer questions employees may have about the program. These meetings will:

- Provide an overview of the program
- Discuss critical skills for mentors and protégés. Review challenges they may experience during different mentoring phases
- Provide an opportunity for employees to ask detailed questions about the program
- Provide an opportunity for protégés and mentors to establish a support network where they can encourage and inspire each other to achieve their goals and share experiences in building successful mentoring relationships
- Discuss how to find potential mentors
- Demonstrate how to develop mentoring plans
- Actively encourage employees to consider joining the program either as mentors or protégés

REGISTRATION

Any Divisional employee who has elected to take part in the Leadership Development Program through preparation of a Professional Development Plan may register as a protégé; any employee may register as a mentor. It is important that employees receive advance approval from their supervisor prior to registration. The supervisor's support to the employee's efforts in learning or helping someone to learn is critical to the success of the employee's mentoring efforts. The following are five steps for registration:

1. The interested employee fills out the registration form (being developed) and sends it to his or her supervisor.
2. The supervisor completes a "Supervisor's Comments" box (on the form being developed above) and indicates his or her support or suggestions.
3. The supervisor sends the completed registration to the employee.
4. The employee sends the completed registration form to the mentoring program coordinating team.
5. The coordinating team sends confirmation to the protégé and supervisor.

All these steps can be done electronically by email. The registration forms will be available electronically on the intranet.

DEVELOPING THE MENTORING PLAN

After registering, the protégé should start developing a mentoring plan (examples will be developed) and try to identify (1) leadership goals, (2) leadership development objectives, (3) measures (4) leadership development activities, (5) resources, and (6) timeline. It is important that the protégés have a good idea what they want to achieve by participating in this mentoring program before the mentoring partnership begins. A draft mentoring plan should be available at the first meeting with the mentor.

The protégé and the mentor should discuss the expectations with each other and state the expectations on the mentoring plan. They should also collaboratively decide the schedule for mentoring activities based upon their availability and time commitment, and discuss the length of their mentoring partnership. The length of the mentoring partnership will generally be 1 year.

Because the mentor may have additional input and feedback on the draft mentoring plan, the protégé and mentor may jointly refine leadership goals, leadership development objectives, measures, leadership development activities, resources, and timeline.

MENTORING ACTIVITIES

The following are some examples of mentoring activities:

- Regular mentoring meetings
- Research and reading written materials from library, Internet, or other sources
- Observation or participation in group meetings
- Drafting a policy or rule
- Writing proposals or developing an implementation plan
- Preparing and giving presentations
- Observation or practice of certain job functions or skills
- Interviews of people introduced by the mentor.

BUILDING A SUCCESSFUL MENTORING PARTNERSHIP

The Division Mentorship Program is designed to provide opportunity and structure for employees to mentor and be mentored in leadership development while allowing latitude and flexibility for employees to tailor the program to meet their specific needs and professional goals. Therefore, the protégé holds the majority of the responsibility for finding a mentor and developing a mentoring plan. The following two-part process will generally be followed for protégés to attain a mentor.

Identify Potential Mentors

Some employees may be interested in participating in this mentoring program as mentor (see Registration above). In filling out the mentor registration form (being developed), they indicate what type of leadership knowledge and skills they would like to offer to a protégé. The program coordinator will contact the registered mentor if his or her expertise area matches the interest of a

registered protégé. The mentor and the protégé may decide on their partnership after their first meeting.

It is possible that a protégé already has a mentor in mind. If the mentor has agreed to participate, s/he is encouraged to get registered and help build a resource pool for future protégés.

If the protégé doesn't have any mentors in mind, s/he is encouraged to consult with coworkers, supervisors, or the Division's mentoring coordinating teams regarding potential mentors.

Conduct Interviews

The protégé is the driver of the mentoring partnership. The protégé is encouraged to interview the potential mentor(s) and determine the most suitable match. After determining the most suitable mentor, the protégé should give the mentor a registration form to complete if they are not already registered. The completed form is sent to the program coordinating team. The team may schedule a meeting for new mentors and their protégés to discuss the mentoring process and critical mentoring skills.

FINALIZE MENTORING PLAN

After the mentoring partnership is agreed upon, the protégé and the mentor are encouraged to collaboratively finalize the mentoring plan within the first two weeks. It is critical to clarify the expectations to each other and include the component of time commitment in the mentoring plan. The protégé and mentor will provide a copy of the mentoring plan to the supervisor of each and the coordinating team. If changes need to be made to the mentoring plan as new information, opportunities, or conditions occur during the course of the mentoring partnership, the protégé will revise the mentoring plan and provide copies to the mentor, supervisors, and coordinating team.

TAKE LEADERSHIP IN MENTORING PARTNERSHIP

In order to accomplish the mentoring goals successfully, it is extremely important that both partners take leadership in building a professional mentoring relationship and following through the mentoring activities as agreed upon. During the partnership, the mentor may demonstrate leadership by empowering, role modeling, motivating, inspiring, coaching, advising, and giving constructive feedback. As the driver of the partnership, the protégé may demonstrate leadership by taking initiatives, setting goals, following through with actions, managing the relationship, asking for feedback, and showing appreciation.

MILESTONE MEETING

One advantage of participating in the mentoring program is having the opportunity to reflect on the mentoring experiences and learn from others' experiences. Milestone Meetings will be set up at appropriate locations at the end of the second and fourth months as a group meeting for protégés and mentors to exchange thoughts and learned lessons. Attendance at the meetings is an expected part of participating in the program.

It may be helpful for protégés and mentors to know that other people have experienced similar challenges in their mentoring partnerships. Providing support and inspiration to each other can be very rewarding in terms of celebrating the milestones of protégés' mentoring efforts.

PROGRAM ASSESSMENT AND RECOGNITION

The coordinating teams will conduct quarterly program assessments with input from mentors, protégés and their supervisors. A copy of the written assessment will be forwarded to the Division Director and the Division Leadership Team (DLT). Feedback from protégés and mentors will help the DLT and coordinating teams to recognize protégés' accomplishments and determine the value of the mentoring program. The mentoring program may be modified based on feedback from participants. Protégés and mentors will submit a short narrative to the coordinating teams that includes the mentoring plan, activities and projects completed, and an assessment of the program including positive aspects and areas of the program needing improvement.

Accomplishments of protégés and mentors will be recognized annually at the completion of the mentoring plans. Recognition may include, but is not limited to, a letter from the Director, certificate of completion, or recognition ceremony. Input from the protégés will be taken into consideration when determining the form of recognition.

PILOT PROJECT FOR THE LEADERSHIP MENTORING PROGRAM

To get the mentoring program started, a pilot project will be initiated in the Division. A pilot project has the advantages of starting small and providing an opportunity to adapt the program to a Division-wide phase after addressing obstacles encountered during the pilot project. Coordinating teams will be formed and will be more involved with all aspects of the program, particularly determining the number of participants and recruiting mentors and protégés, during the pilot project than will be expected in following years. The pilot project will likely involve about 18 protégé/mentor pairs with a distribution of about 3 from each of the three management regions, region V (habitat), RTS, and headquarters. During the pilot project, protégés will not be limited to any job class, but as a goal, at least two of the protégés in each region/unit should be range 18 or below. Mentors and protégés participating in the pilot project should have particularly strong communication skills and flexibility to ensure that positive changes can be made to the program during the first year.

Milestone Meetings and Program Assessment and Recognition will proceed as outlined above. However, protégés, mentors, coordinating teams, and supervisors will give and receive suggestions, and implement changes to the program, more frequently during the pilot project than in subsequent years. Additional training and informational materials will also be developed during the pilot project. Program Assessments from the pilot project will be used to modify the Leadership Mentoring Program to ensure that the program is successful.

SUMMARY

The Leadership Development Program outlined above provides a means for ensuring the continuance of leaders in the Division of Sport Fish and the means to pass along organizational knowledge, values, and culture from one generation of employees to the next. The members of the Division of Sport Fish Leadership Development Program team hope that Division staff will welcome the program presented in this document and that through the program, the Division will remain a leader in fishery science and management for years to come.

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APPENDIX A.
SAMPLE PROFESSIONAL DEVELOPMENT PLAN FORMS

Appendix A1.–Example of a worksheet for creating a Professional Development Plan.

Professional Development Plan
Worksheet

The following are questions to think about to prepare for writing an Professional Development Plan. You will find it helpful to have the Leadership & Supervisory Skills Check List also as you think about the questions.

1. What are your overall career goals? What are you interested in for the future?
2. Thinking about your current job, what do you want to learn or what skills do you want to develop to help you on the job?
3. What activities (training, on-the-job experience, special projects, etc.) will help you get the skills or acquire the learning? Which of the items must be completed to successfully do the current job? Which of the items will increase performance, prepare for advancement, or increase your value as an employee?
4. What are realistic dates for the above to be completed?
5. What kind of support is needed to accomplish this? (time, costs, etc.)

Appendix A2.–Example of a Professional Development Plan form.

ALASKA DEPARTMENT OF FISH AND GAME

PROFESSIONAL DEVELOPMENT PLAN

Employee: Position:

Reporting Period:

Supervisor:

ESSENTIAL TRAINING NEEDS: [Cite basis, e.g., leadership/supervision skill standards, Standard Operating Procedures (SOP), state/federal regulation, etc.]	TO BE COMPLETED BY (Date):

ELECTIVE TRAINING DESIRED: (Provide rationale, including value to employee and the State.)	TO BE COMPLETED BY (Date):

Employee's Career and Training Goals:

_____   _____
Supervisor's Signature   Date   Employee's Signature   Date

Cc: Training Specialist

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